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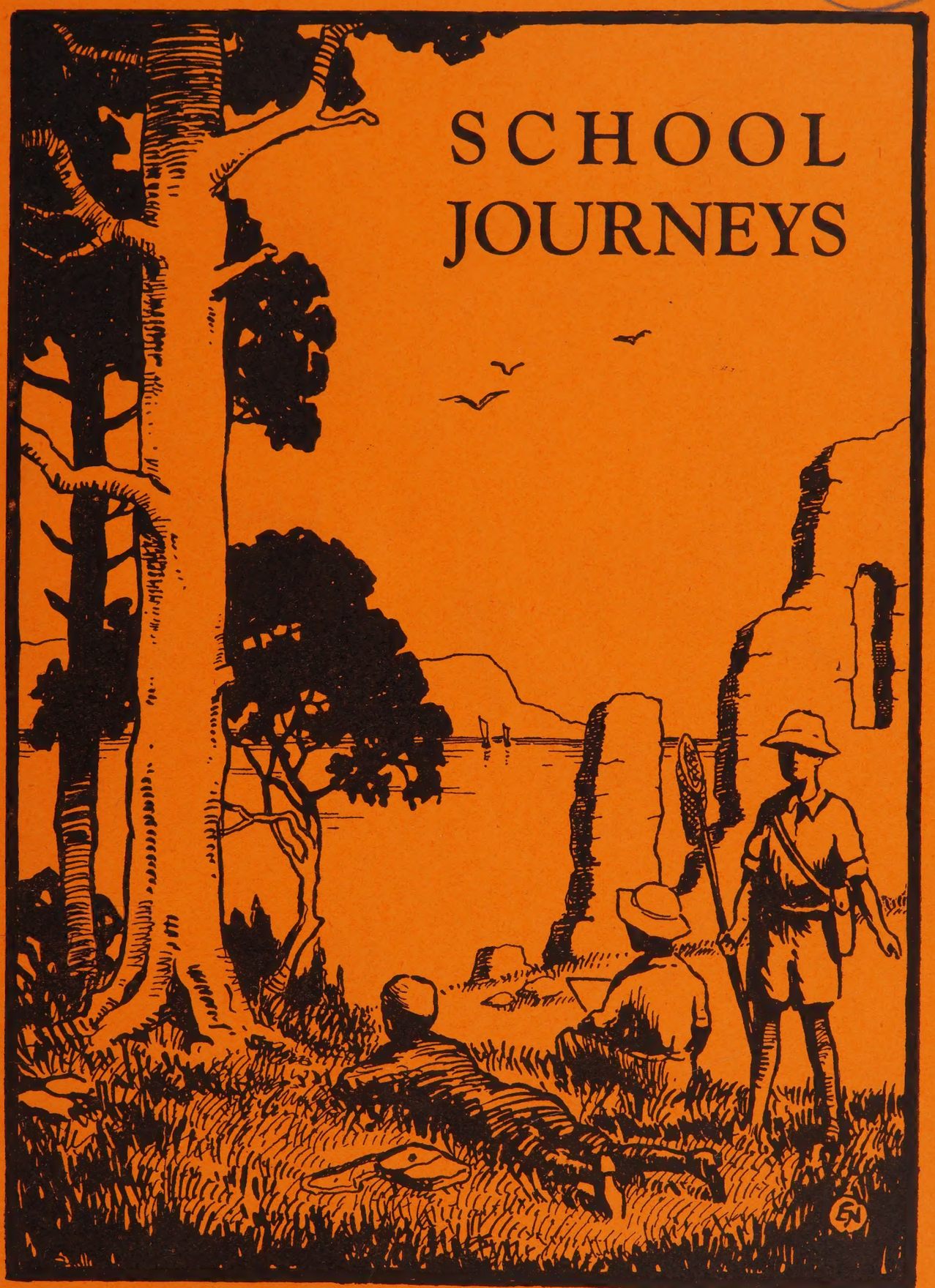
LONDON COUNTY COUNCIL

SCHOOL JOURNEYS



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SCHOOL JOURNEYS

Thus then to Man the voice of Nature spake—
Go, from the Creatures thy instructions take:
Learn from the birds what foods the thickets yield,
Learn from the beasts the physic of the field;
Thy arts of building from the bee receive;
Learn of the mole to plough, the worm to weave;
Learn of the little Nautilus to sail,
Spread the thin oar, and catch the driving gale.

POPE

FAIRY COURT, SHANKLIN

FOREWORD

When a social or an educational experiment has proved itself it is right that its history should have some permanent record, both in justice to its pioneers, and for the enlightenment of those who later find an interest in carrying on the work. The school journey movement can claim honours in both social and educational fields. Like most good things it had small—almost unnoted—beginnings: a teacher's interest in the suddenly awakened curiosity of a boy towards the novelties of the countryside; a Saturday afternoon ramble; more and extended rambles; and then, after some years, five officially recognised school journeys. In those early days this must have seemed the summit of achievement. It certainly marked a stage when the efforts of those who paved the way were beginning to show substantial results. Thenceforward progress was steady and continuous, as is evidenced by the contrast of nearly 500 journeys in 1929 with the insignificant number in 1908.

The simple narrative of facts in this pamphlet shows how great is the debt the school journey movement owes to those men and women—all of them teachers in elementary schools—who conceived the idea, and whose vision and energy in carrying it forward have resulted in school journeys everywhere and the acceptance of them in the routine of schools. It was inevitable that later developments would require the co-ordination of activities. This requirement has been met by the formation of the School Journey Association, an able and energetic body which now controls the movement. Acknowledgment is also due to organisations and individuals who, attracted by the appeal of the school journey, have from time to time helped generously with funds.

This pamphlet, which has been written by Mr. T. E. Jervis, of the Elementary Education Branch of my department, traces the history of the school journey movement from its modest inception, along the more confident course of gradual recognition, to an established place in the education system of London.

J. H. Yoxall.
Education Officer.

The County Hall,
London, S.E.1.
June, 1930.

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SCHOOL JOURNEYS

Early History

Some acquaintance with places and with a manner of life different from that to which children are born is recognised as not merely a valuable but a necessary part of education. It is not possible, of course, to send all the children in our schools on a grand tour, but with goodwill and united effort they can learn something of the country beyond the town and of a world more beautiful than a crowded city. One method of securing this is the school journey, a recent development of education. Visits to museums, historical buildings, art galleries, exhibitions or commercial undertakings which can be carried out within the confines of a school session provide many educational advantages, but the school journey suggests something more extensive than outings of this kind.

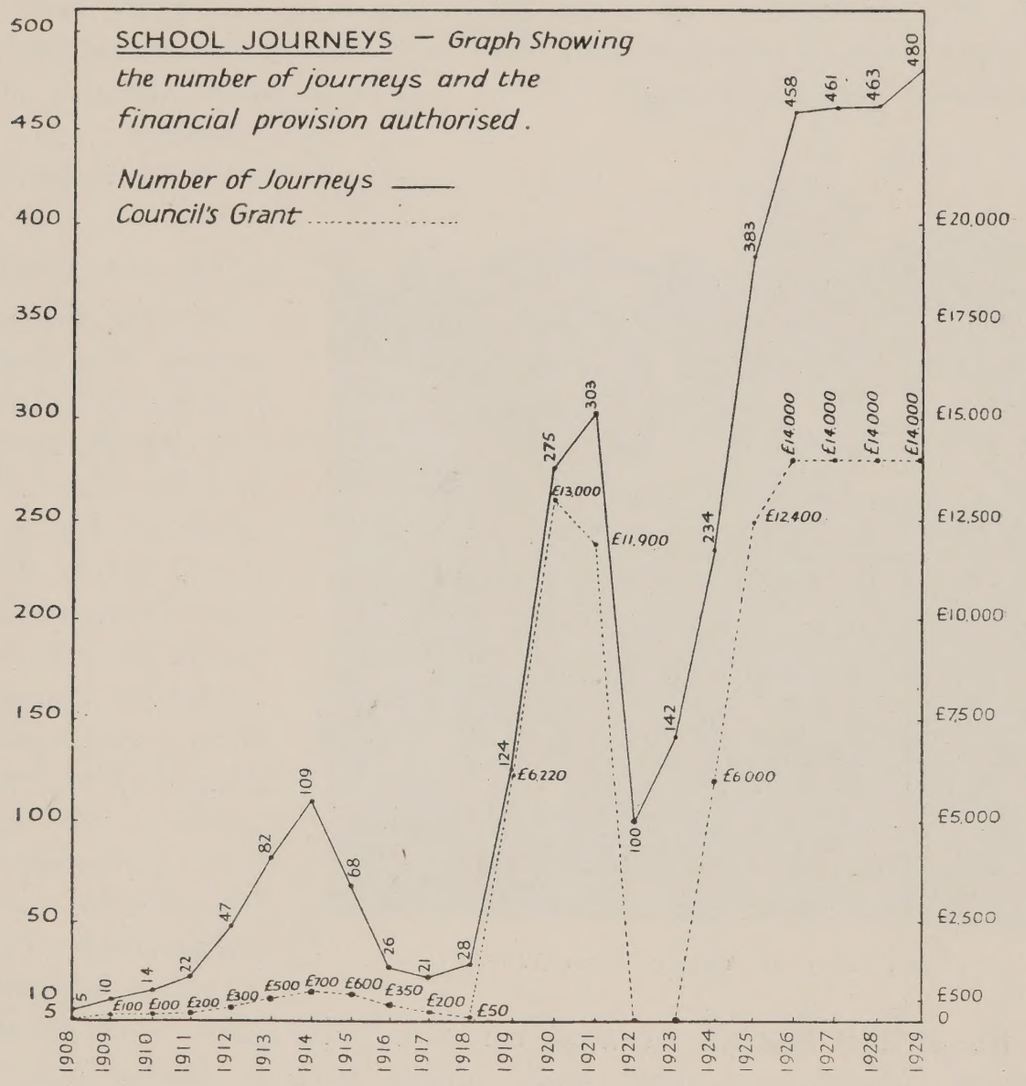
THE MORNING TASK—MAKING WEATHER CHARTS IN SOMERSET

The school journey may last a fortnight. The pupils are conducted by their teachers to a new region where a programme of educational work is carried on under conditions and in an atmosphere which can never be obtained in the classroom. It will accordingly be gathered that a school journey is not merely a country or seaside holiday, nor is it planned for the delicate child. Health and recreation are naturally important considerations, but the primary object is educational.

Forty years ago teachers were too preoccupied with large classes and in securing passes in the three R's to concern themselves unduly with outside activities, although Saturday rambles by keen teachers were not uncommon even in those days. Nevertheless, the idea of the school journey originated with the teachers themselves, and no fewer than six such journeys had taken place before

His Majesty's inspectors made any reference to the movement in a school report. The early journeys, which took place during the school holidays, were in no way supervised by the Board of Education or the local authority, and as a consequence the school journey has been shaped in the hands of teachers uninfluenced in its early stages at any rate by other forces.

The school journey proper was evolved in 1896. In that year Mr. G. G. Lewis, an assistant master at Bellenden Road School,



GRAPH "A"—SCHOOL JOURNEYS UNDERTAKEN BY LONDON ELEMENTARY SCHOOLS

took a party of pupils to Malvern for a week during the summer holidays, equipped with an educational programme and with a guide book prepared for the occasion. In the same year a Liverpool teacher, Mr. H. Edwards, organised a fortnight's trip to the Isle of Man. Other teachers followed, but it was not until 1905 that school journeys received official sanction; this approval, however, related only to those journeys which could be completed during the course of a single day, and the recognition did no more than

permit the time spent on a school visit to count as an attendance. Nevertheless, it was a step forward, and the experience gained ultimately led to the sanction of 7-14 day journeys : the first extended excursion to receive official sanction was that undertaken in 1906 by St. Bartholomew the Great School, when a party of pupils was taken to Shalford, near Guildford.

In 1908 school journeys were provided for in the Board of Education Code and recognised as attendances at school. This was indeed a victory for the pioneers of school journeys ; and with the exception of two periods—1914 to 1918 and 1922 to 1923—the movement, so far as London is concerned, has progressed steadily (graph "A"). In 1908 there were 5 school journeys ; in 1929 there were 480.

SURVEYING IN THE ISLE OF WIGHT

Places Visited

The choice of a centre for a school journey is influenced both by the amenities and by the facilities afforded for educational work. Consequently many schools prefer seaside resorts to inland centres for their headquarters. Map (1) shows the places to which school journeys have been made. A large proportion of the London schools prefer the health resorts situated on the coast from Norfolk to the Isle of Wight. A few have gone further afield and have visited Cockermouth, Scarborough, Middlesbrough, Chester, North Wales, and places in Devon and Cornwall. Other notable journeys have been a barge trip up the Thames and a trek along the Pilgrims' Way. The choice of headquarters is made by the head teachers ; assistance is rendered by the School Journey Association which each year prepares and circulates to its members a list of approved hostels with other useful information. Most schools choose hostels (usually boarding houses) as their headquarters, others a hutment camp, while a few prefer the canvas camp.

MAP I—HOMELAND SCHOOL JOURNEY CENTRES

The size of the dot indicates roughly the extent to which the Centre is used

Participation in School Journeys

In approving the Council's proposals for school journeys in recent years, the Board of Education have made it a condition that the selection of pupils to take part is not to be determined, directly or indirectly, by the ability of their parents to contribute to the cost. The carrying out of this condition has been entrusted to head teachers, and the Council looks with confidence to them to make certain that no deserving child is debarred from the benefits of a school journey on the ground of poverty. Such a condition seems also to imply that all children are eligible to participate in school journeys. Theoretically this is so, but school journeys are costly, and although no regulation has been made the practice has grown up of taking, as a rule, only children who are 11 years of age and over. They should, as nearly as possible, be equal in age, attainments and physical strength. The following table shows the number of children of 11 years of age and over on the roll of London elementary schools in each of the years since 1908, together with the number of children who have been on school journeys during the same period.

Year	No. of children of 11 years and over on school roll	No. of children who took part in school journeys
1908	222,000	150
1909	219,000	400
1910	222,000	600
1911	204,000	700
1912	204,000	1,300
1913	215,000	2,300
1914	217,000	3,200
1915	221,000	1,900
1916	216,000	800
1917	202,000	550
1918	209,000	850
1919	214,000	3,100
1920	213,000	9,100
1921	211,000	10,000
1922	206,000	3,300
1923	230,000	4,700
1924	231,000	8,000
1925	230,000	11,400
1926	223,000	13,300
1927	217,000	14,000
1928	192,000	15,100
1929	179,000	15,440

School journeys having been recognised as school attendances, the efficiency and well-being of the children became a definite responsibility of the Council. This educational development accordingly came under the supervision of the School Medical Officer, who selected each year a number of schools for investigation and report. Of recent years it has been the practice, as far as possible, for each party of children to be inspected by the school doctor prior to their departure from London, thus securing that every child chosen is physically fit to undertake the journey. The school doctors are satisfied, after examination of many parties on

HELPING THE FARMER IN SUSSEX.

their return to London, that the journeys, almost without exception, have produced marked physical improvement. For the guidance of organisers of school journeys, suggestions from the point of view of health are issued by the Council each year.

It has already been pointed out that school journeys are not intended for delicate children, for whom other health and holiday organisations have been formed. Nevertheless, school journeys have established a strong claim on public support by reason of the physical benefits they have conferred on the thousands of children attending the elementary schools. From the more purely scholastic point of view, school journey parties have been kept under observa-

tion by the officers of the Board of Education and the Council. During the first year or two after recognition had been accorded, isolated visits were paid. In 1912 the first "full dress" Government inspection was carried out. Twenty-four journeys were visited by H.M. Inspectors, who made an exhaustive report upon them. The report expressed high appreciation of the energy and thoughtful care shown by the teachers, and offered suggestions for making the journeys even more enjoyable and fruitful. Such criticism as the report contained was directed mainly to the tendency of some parties to crowd too much into the programme. Stress was also laid on the need for adequate preparatory work in school in order that the children might be enabled to make the

GETTING AN APPETITE FOR BREAKFAST—ON THE SEASHORE, NORTH WALES

best use of the time available during the journey. The inspectors were convinced that there should be at least two teachers to a party, however small the party might be. "That one person should have to attend to every detail of the journey and undertake the whole of the serious responsibilities for the welfare of the children is to impose a very great strain upon him."

The following extracts from a recent report by the Council's Chief Inspector are of interest :—

> "If Guide Books give any indication of the preparation made beforehand for the journey, and they usually do, this important matter receives the careful attention of teachers.
>
> "All the Inspectors' reports speak favourably of the work done by the parties visited, particularly of the use made of the opportunities for giving children experiences which give

reality and meaning to the ordinary teaching in the classrooms. Only those teachers who have taken part in a school journey really know how very limited, in certain directions, are the outlook and knowledge of the average London child. Seventeen girls from one party, a top class from a school in a poor area, saw the sea for the first time in 1928; five of the girls saw a live cow for the first time, while others of their comrades gained their first experience of growing wild flowers and berries, of the appearance and life of a farm and of walks through woods. How very much of the teaching these girls had received in school must have missed its mark because of their lack of background. This was the first school journey organised by the school, but it will not be the last.

MAPPING THE DISTRICT AT ABERGAVENNY

"An excellent practice appears to be spreading and is referred to in several of the reports. It is the utilisation of the services of local people with special knowledge of the area in which the party is staying. Quite apart from the greater accuracy of the information given to the children, it is a good thing to bring the children into touch with such people.

"Most parties appear to strike a happy balance between work and play, and in every case the relations between the children and the teachers were excellent. One report, upon a party of girls from a very poor district, says 'Tone and discipline were excellent; the girls' clothes were very tidy and their behaviour was that of happy, good children. I was delighted with their friendly and responsive spirit in which there was no lack of courtesy' This can be said of

most parties, whether boys or girls, and in most cases it represents a development of friendlier and closer relationships between teachers and children which are, perhaps, first among all the benefits of a well-conducted school journey. It is very seldom found that the abundant opportunities a school journey offers for the inculcation of good manners and social habits are not seized to the full.

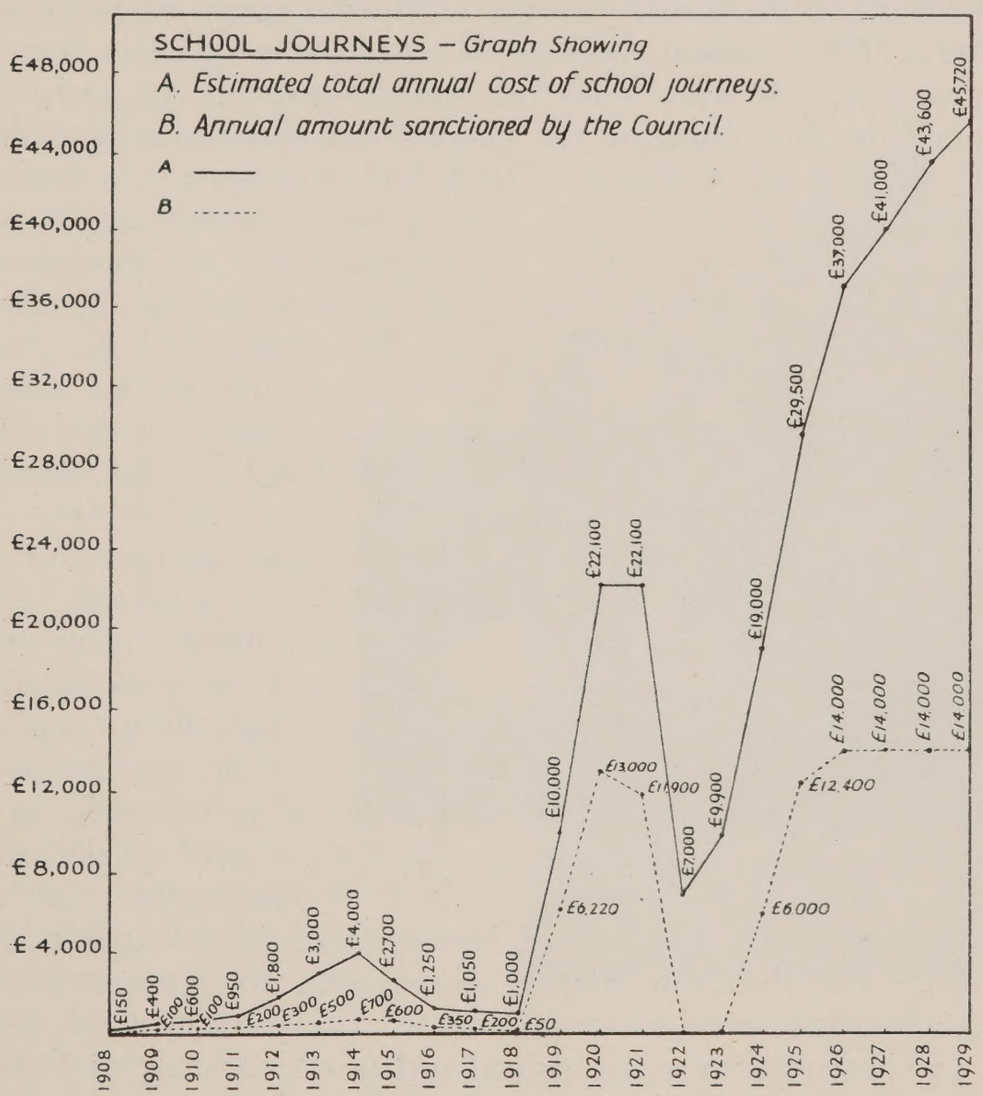
"Finally, the teachers who have raised the necessary funds, and have taken charge of the parties, often at considerable sacrifice to themselves, are to be congratulated upon their magnificent achievement. And, as any close observer knows, by no one are their efforts more appreciated than by the children and their parents."

Cost of Journeys—London Elementary Schools

Graph "B" shows the total cost of school journeys each year from 1908 to 1929. Thus in the first year, 1908, the cost of five school journeys was £150, while during 1929 the cost of 480 journeys was £45,720. In 1908 the cost to the ratepayers was almost negligible, in 1929 a contribution of £14,000 was made by the Council. The pioneers of school journeys had, however, been at work for years before assistance was sought from the education authority. By 1909 the undoubted educational value of school journeys had

WATER BOYS ON THE SOUTH COAST

become recognised, and in that year a sum of £100 was granted by the Council. This sum was to defray the cost of the services of supply teachers—sent to the schools to replace teachers who were away with school journey parties—and for equipment, such as maps and books, required for the journey. Owing to the expansion of the work the year 1911 witnessed further progress in the policy of the Council towards school journeys. In that year assistance was given for the first time to the teachers by defraying, within



GRAPH "B"—COST OF JOURNEYS UNDERTAKEN BY LONDON ELEMENTARY SCHOOLS

prescribed limits, the cost of their actual personal travelling expenses. Subsequent years show that the Council's financial provision slowly increased, until in 1914 a sum of £700 was sanctioned to assist school journeys on the lines mentioned previously.

As may be imagined the intervening years of the War seriously affected school journeys, and the numbers of school journeys undertaken by the London elementary schools was reduced to a mere fraction of the pre-war figure. Under section 17 of the Education Act, 1918 (the "Fisher" Act), which was re-enacted as section 86 of the

Education Act, 1921, local education authorities were empowered, with the approval of the Board of Education, to supply or maintain or aid the supply or maintenance of, holiday or school camps and other facilities for social and physical training in the day or in the evening. This extension of powers, which was given to supplement the instruction and the social and physical training provided by the public system of education, provided a wide field of potential activity for the physical and mental development of young persons.

In 1919 Mr. H. A. L. Fisher, the President of the Board, announced that school journeys came within the scope of section 17 of the Act. The Council thereupon voted over £6,000 for 100 school journeys. It was, however, found possible to assist 124 journeys within the limits of the vote. A scheme was drawn up by which schools were classified in four groups, on the basis of "home conditions," for the purposes of grant, while limits were fixed, according to the classification of the school and to the numbers of children for whom grant could be allowed. The charges borne by the Council included the travelling expenses and board and lodging of teachers, the cost of special equipment, the salaries of supply teachers, and contributions towards the board and lodging of children. For the convenience of teachers, the greater part of the Council's grant was advanced before the journey took place. In 1920 275 journeys were authorised and an expenditure of £13,000 sanctioned as a contribution towards the total cost.

YOUNG ARTISTS AT WORK IN THE WEST COUNTRY

At this stage a question arose as to the legality of obtaining any payments from the parents of the children towards the cost of the journey, in view of the requirements of section 26 (1) of the Act (now section 37 (1) of the Education Act, 1921) that no fees or charges of any kind should be made in any public elementary school, except as provided by the Education (Provision of Meals) Act, 1906, and the Local Education Authorities (Medical Treatment) Act, 1909. The difficulty was solved by marking as absent from school children who took part in school journeys. In approving this arrangement and in agreeing to the payment by the children of contributions towards the various expenses of the journey, the

Board of Education laid down the condition, to which reference has already been made, that the selection of children to take part in school journeys should not be determined either directly or indirectly by the ability of the parents to contribute to the cost.

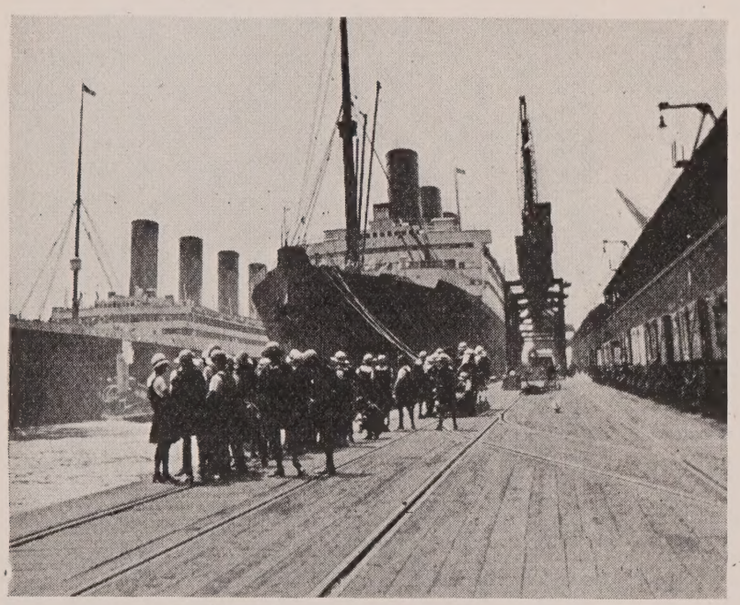
By this time there were unmistakable signs that the physical, social and educational advantages of the school journey were being recognised both by the teachers and the public, and no surprise was occasioned when the Council's proposals for 1921 were announced to include provision for 300 school journeys. So great was the subsequent number of applications for assistance that it became obvious that it would be necessary, for the first time, to refuse a number of the requests. About this period public expenditure both national and local was being everywhere reduced, and before the applications could be considered by the Council the Board of Education issued Circular 1190 calling upon local education authorities to observe the utmost economy in their expenditure. The Board were at once approached, and while sanctioning the 243 journeys to which provisional approval had been given, requested the Council to restrict its expenditure to an amount not greater than that incurred in the previous year. Actually, the expenditure was substantially reduced largely owing to the abandonment of proposals for the establishment of a canvas camp.

MAY BLOSSOM IN DOWNLAND

It is interesting to note, in passing, that in addition to the journeys already mentioned some 60 were undertaken during 1921 without any expense to the Council. The next two years provided a severe test of the movement, as, owing to the financial stringency of the time, all assistance, including the services of supply teachers, was withheld. It would not have been surprising had such circumstances caused the total cessation, for a time at any rate, of school journeys. That such was not the case was due to those teachers, who, being convinced of the advantages to be gained by the pupils, raised with much self-sacrifice of time and money sufficient funds to enable 100 journeys to be undertaken in 1922 and 142 in 1923. Happily, the financial handicap was soon removed

and in 1924 it was again possible to give financial assistance to schools desiring to take school journeys. A sum of £6,000 was voted to help poor schools and to provide the services of one supply teacher in cases where two or more teachers were absent on a school journey. During this year 234 journeys were undertaken, of which 150 received financial support from the Council.

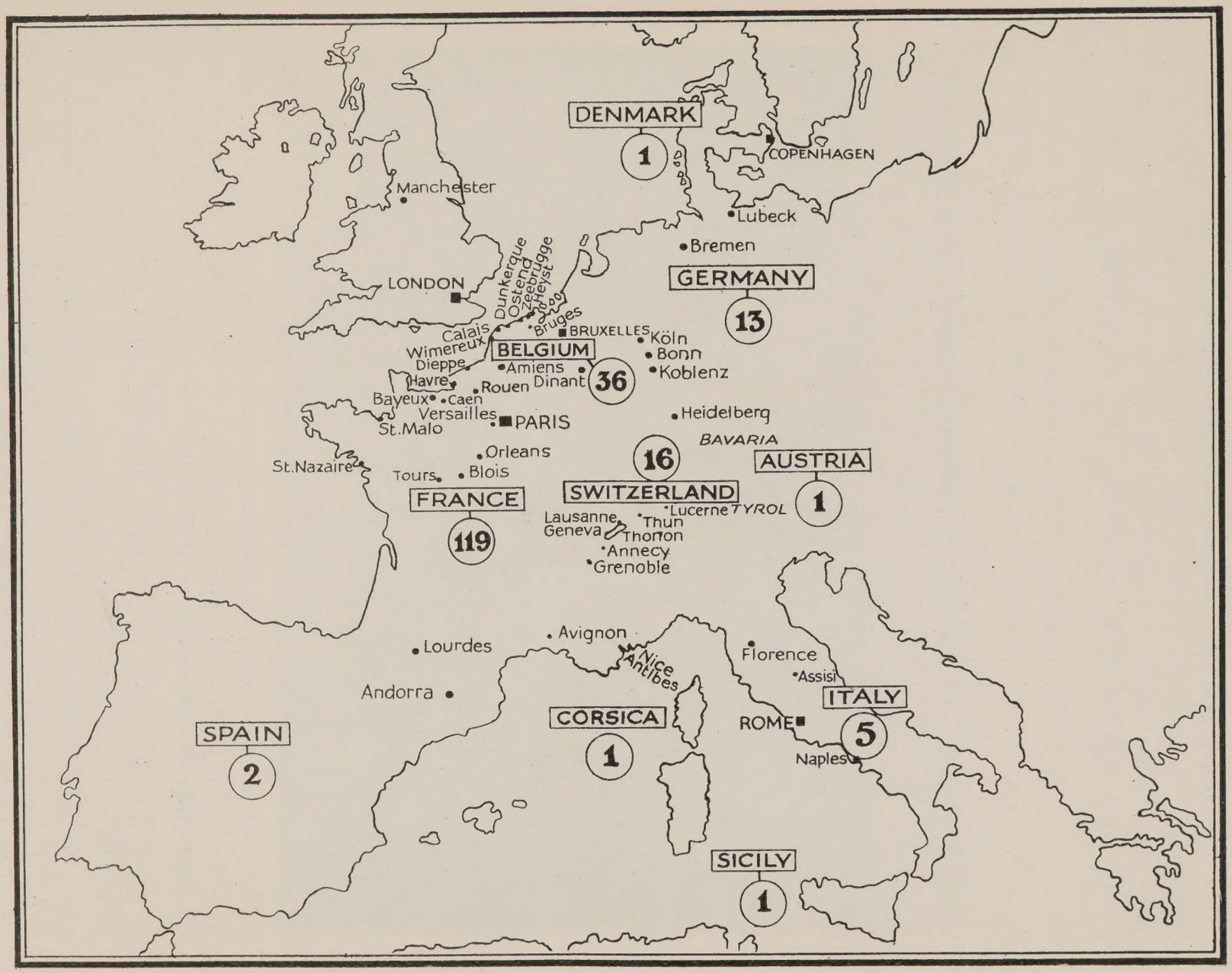
In 1925 the Council's contribution was further increased, and the rules governing the allocation of grants were slightly modified. These rules, which are still in operation, together with notes prepared for the guidance of teachers, are printed in the appendix. Succeeding years have seen a continuous increase both in the number of journeys and in the aid given by the Council. The total cost of the school journeys in 1929 was approximately £45,720; towards this cost the Council made a contribution of £14,000. Of the balance, the parents and pupils contributed £22,317, while the remainder was raised through the efforts of the teachers and by gifts from individuals and organisations.



INSPECTING AN OCEAN LINER AT SOUTHAMPTON

Visits to Foreign Countries

There is, in addition to homeland journeys, another type of journey—the Continental school journey made mainly by pupils from central and secondary schools. At these schools at least one foreign language is taught, and this has been a factor in the development of Continental journeys. That the Continental journeys have passed the experimental stage is emphasised by the increasing number of pupils who each year take part in them. Further evidence on this point is provided by map (ii) which shows the number of visits made by English and Scottish schools in 1929. So far as London is concerned, these journeys are not allowed during term, and the use of the school organisation is allowed only on the understanding that no liability of any kind falls on the Council. The reluctance of the Council to place Continental journeys on the same footing as those in the homeland can readily be understood. To afford such recognition would at once imply a claim for grants—large grants, too—for the poorer children. There are, also, other considerations: it would be difficult, for example, to supervise



MAP II—CONTINENTAL SCHOOL JOURNEY CENTRES USED IN 1929

school work in Austria; vexatious troubles might arise with customs officers, police, or Continental hotel-keepers. In England a difficult situation can usually be handled swiftly, but this is not so easy when the school party is abroad.

The advocates of Continental visits maintain that not only is this type of journey a profitable method of learning a foreign language, but that it is a potential factor in the cause of peace by promoting international friendship and understanding.

The School Journey Association

No record of school journeys would be complete without a reference to the School Journey Association, whose work furnishes a fine illustration of enthusiasm and comradeship. The Association,

AN EAST LONDON SCHOOL ARRIVES AT FAIRY COURT, SHANKLIN

which includes among its members teachers and others interested in the development of school journeys, was formed in 1911. Its objects may be summarised as follows :—

(*a*) To advocate the School Journey as a desirable factor in the education of the child.

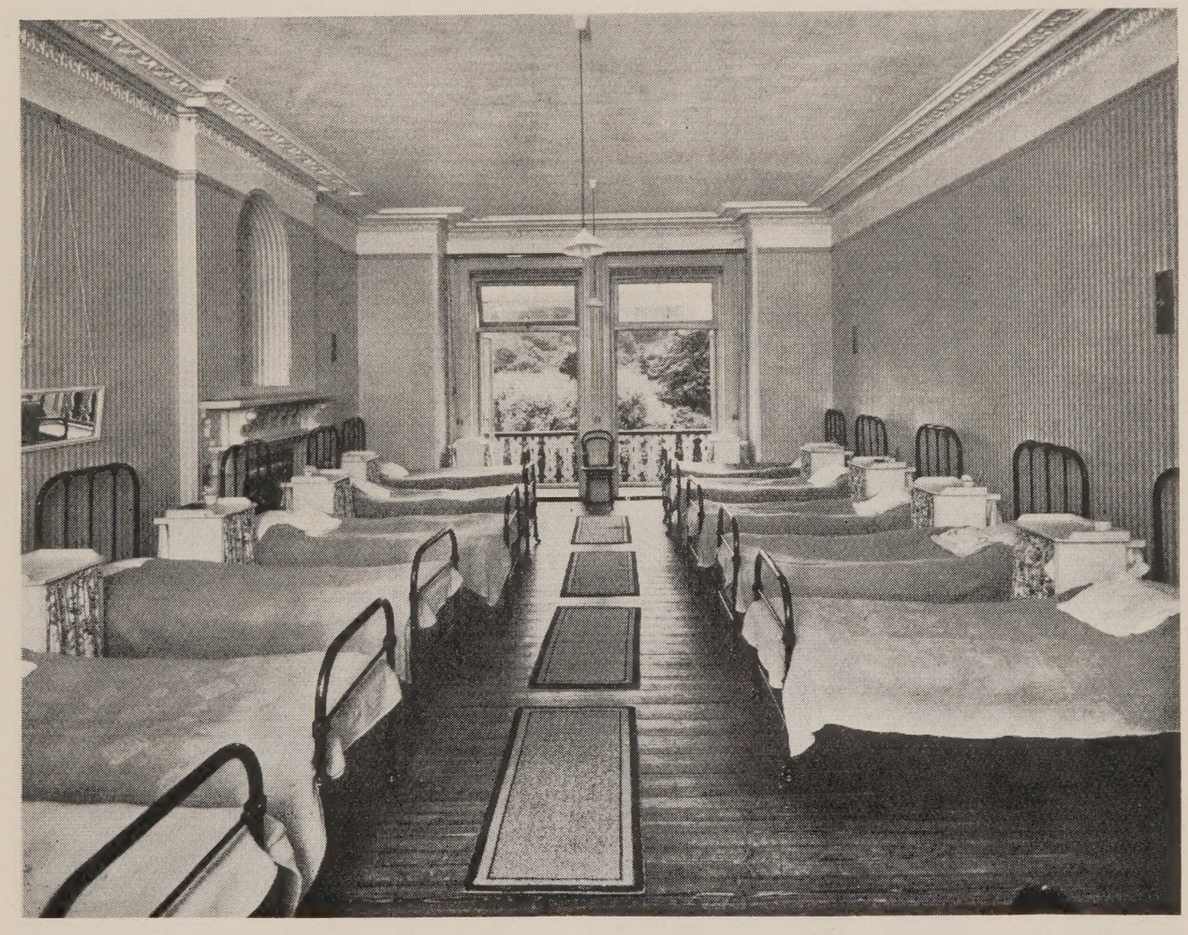
(*b*) To promote the collection and interchange of information relating to the organisation of school journeys.

(*c*) To bring to the notice of the Board of Education and Local Education Authorities suggestions designed to facilitate the promotion of these journeys in school time.

(*d*) To obtain special concessions from railway companies, caterers and those in charge of places of educational interest.

(*e*) To assist in the formation of local associations in the provinces and to affiliate such associations. (The provinces are defined as the areas outside the Metropolitan Police District.)

The president of the Association is the Lady St. Helier, whose name has long been associated with the inception and growth in London of open-air education, and whose sympathy and practical help have never been wanting. From the outset the Association has placed its experience at the disposal of the Council, the Board of Education and the teachers in London and the provinces. Membership of the Association carries with it many privileges, of which the following are the chief :—



DORMITORY, FAIRY COURT, SHANKLIN

(1) Information upon all matters relating to the organisation of Homeland or Continental School Journeys.

(2) Insurance against expenses incurred on account of accident or illness—terms of policy are unique and premium very small.

(3) Greatly reduced railway fare upon production of School Journey Association voucher.

(4) The Association's periodical, *The School Journey Record.*

(5) Free legal advice.

(6) An annual list of recommended hostels.

(7) Assistance for individual cases from limited voluntary funds administered by the Association.

Conclusion

A fine feature of the school journey to-day is the extent to which it attracts interest and help for the child from many sources. Parents, teachers, managers, the Board of Education, the local education authorities, railways, hospitable residents in the locality visited—all contribute to its success. In recent years substantial financial help has been accorded by many public-spirited bodies and individuals—the Lady St. Helier, who inaugurated the School Journey Fund (now administered by Dame Jessie Wilton Phipps, D.B.E., J.P., Sir John Gilbert, K.B.E., and Mr. W. H. Webbe, C.B.E., the British Legion, the A.O.F.B., Mr. Charles Gulliver, and the late Mr. Thomas Wall, who provided an ideal hostel at Shanklin (Fairy Court), which is now controlled by the School Journey Association.

FIRST LONDON SCHOOL JOURNEY 1896—AT A FOREST OF DEAN COLLIERY

APPENDIX

1. The Council's Rules Governing School Journeys

1. Regulation E234 (*c*). School journeys in connection with public elementary and special schools shall be authorised in accordance with such rules as may be prescribed. The travelling expenses (including the fares and admission fees incurred on educational excursions from headquarters with the school journey party), board and lodging of teachers, grants towards the cost of board and lodging of the children, with a maximum of 15s. a week for any one child; the cost of the loan, without charge, of equipment, and, in those cases in which two or more teachers are absent on the school journey, the salaries of " supply " teachers shall be borne by the Council.

2. The travelling expenses of the teachers (including the fares and admission fees incurred on educational excursions from headquarters with the school journey party), and the cost of the teachers' board and lodging are, under regulation E234 (*c*), borne by the Council. The maximum contribution by the Council for board and lodging shall be 25s. a week per teacher, and for travelling expenses and admission fees incurred on educational excursions, a total sum of 15s. per teacher.

3. Except in special circumstances, the maximum number of children eligible for grant shall be 12 per cent. of the roll of the department at the time of application, provided that the minimum number of pupils attending from any department shall be 20.

4. The duration of a school journey shall be limited to 14 days.

5. All travelling expenses except those of the teachers shall be borne by the school.

(Note—The Council's tramway vouchers may *not* be used between the school and the railway station.)

6. Grants towards the cost of the board and lodging of children shall be allotted by the Elementary Education Sub-Committee, after scrutiny of an estimate of the requirements of each school submitted by the head teacher on the prescribed form. The maximum grant for any one child shall not exceed 15s. a week.

(Note—It should be noted that the figures quoted in paragraphs 1 and 2 are maximum amounts. In view of the fact that the total amount voted by the Council for all school journey purposes is strictly limited, it must not be assumed that every school applying for a grant will be given assistance, or that the assistance, if given, will approach the maximum rates under the rule.)

7. Except in special circumstances, the number of teachers accompanying school journey parties shall be in accordance with

the following scale, provided that, when the number of pupils attending the school journey exceeds the number authorised for grant, the expenses of any additional teachers shall not be borne by the Council :—

Number of children	*No. of teachers*
20 to 50	2
51 to 70	3
71 to 90	4

For every additional complete 20 pupils beyond 71 one additional teacher must be taken.

8. The selection of individual children to take part in school journeys is not to be determined, directly or indirectly, by the ability of their parents to contribute to the cost.

9. Head teachers may requisition special stationery and other equipment for school journey purposes provided that the limits of expenditure prescribed by rule No. 18 are not thereby exceeded.

10. A special loan equipment for school journeys may be obtained from the Council free on requisition, including mackintosh capes, haversacks and first-aid outfits.

(NOTE—*The loan stock is strictly limited, and it is essential that where it is possible to obtain equipments otherwise the Council should not be asked to supply. Early application, stating the number of each article required, should be made in order to facilitate dispatch.*),

11. The salary of any " supply " teacher engaged at the school in the absence of teachers conducting the school journey shall be paid by the Council. (NOTE—Expenditure under this item is to be incurred through the Council only. The services of *one* " supply " teacher will be allowed in cases where two or more teachers are absent on a school journey.)

12. SCHOOL JOURNEYS TO THE CONTINENT ARE NOT ALLOWED DURING TERM.

2. GENERAL INFORMATION AND INSTRUCTIONS

(i) *Educational programme*

A time-table of the journey and a syllabus of work must be sent to and approved by the district inspector. A copy should be forwarded to the Education Officer after approval.

H.M. Inspector should be informed of the address of the school journey headquarters, and inclusive dates of the visit. The Education Officer, the District Inspector and H.M. Inspector should be informed of any alteration in the period or destination authorised.

Educational visits from headquarters should be of such a character that only slight expenditure is involved.

Pupils due to sit for scholarship examinations during the period of the contemplated school journey should not be taken.

(ii) *Registration of pupils*

Children taking part in an approved school journey must be marked absent in the school registers. At the end of the journey the teacher in charge of the school journey party should forward to the Education Officer a return of pupils' attendance during the journey. These attendances should not be included in any other return of attendances. When a school journey is undertaken during a holiday or extends into a holiday period the return should not be made in respect of the holiday period.

(iii) *Absence of teachers*

Teachers in charge of children on an approved school journey must notify on the previous staff return the address to which their salary cheque should be sent if they will be away on the journey on the date when payment is due.

(iv) *Supervision of pupils*

Teachers in charge of school journey parties will be expected to supervise the pupils during the whole of the period covered by the journey.

(v) *Travelling arrangements*

Travelling expenses in respect of preliminary visits to hostels, etc., and the cost of cartage of luggage will not be borne by the Council.

As a general rule head teachers are advised to choose head-quarters for their school journeys within reasonable distance (say, 100 miles) of London.

Particulars in respect of insurance and of vouchers for reduced railway fares for pupils and teachers, may be obtained from the Hon. Secretary of the School Journey Association, Mr. H. W. Barter, 35, Parkview-road, Addiscombe, Croydon.

(vi) *Fire drill*

Fire drill should be practised weekly at the place of stay.

3. Suggestions For The Physical Welfare of Pupils

1. The medical record cards should be examined and care taken that children with weak hearts and other serious organic defects are not allowed to go on the journeys. The medical officer should be consulted in doubtful cases. Arrangements will be made as far as possible for every pupil attending a school journey to be medically examined before the journey takes place.

2. Those pupils should be selected who are most calculated to benefit by the journey. For instance, they should not, as a rule, be under 11 years of age. They should, as nearly as possible, be equal in age, attainments and physical strength.

3. Careful attention should be devoted to the question of accommodation, particularly the sleeping accommodation afforded

at the children's quarters. *It is desirable, if at all possible, that each child should have a separate bed. In no circumstances should three or more children be allowed to occupy one bed.* The accommodation selected for school journey parties should be simple and inexpensive. It is preferable for pupils and teachers to be accommodated in the same premises, rather than that the children should be billeted in separate houses or cottages.

4. Long or tiring excursions should not be undertaken on successive days ; a day's rest should be given after a long expedition.

5. During an expedition the form of exertion most natural to the boys, *i.e.*, short tramps, should be followed by longish rests, and the rests must be complete, with relaxation, and not filled in with brain work as is often the case.

6. Meals during expeditions should be light and with plenty of time for consumption.

7. Large drinks of water should be avoided, but small drinks seem frequently to do good.

8. Sleep of not less than 9½ hours should be provided for on all school expeditions and the more strenuous the programme the more extended should be the sleeping time.

9. Constipation should be guarded against, as it is a frequent source of trouble on school excursions, and the teachers should speak to the pupils about it at the outset of the expedition.

10. Bathing naturally forms a feature of school journeys. It should be noted that children who have suffered from ear disease should not be allowed to swim or dive.

11. Teachers in charge of school journey parties should be instructed to report to the Education Officer *immediately* full particulars of every case of serious illness or accident occurring amongst the children in their charge.

4. Co-operation With Care Committees

Head teachers are asked to furnish the honorary secretary of the school care committee, etc., in due course with the names of the children selected to go on the school journey. In the past many head teachers have made their arrangements for school journeys in co-operation with the school care committee. Such a plan has proved helpful in the co-ordination of the activities of various agencies whose aim is to provide children with a holiday away from London, and has tended to ensure that no child receives more than a fair share of benefits of this kind.

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